DOCUMENT RESUME

ED 090 141 SP 007 582

TITLE	Correctional Institution Experimental Art Education Model.
INSTITUTION	William Paterson Coll., Wayne, N.J.
PUB DATE	Nov 73
NOTE	53p.; Six pages of the bibliography will not reproduce clearly
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Art Education; *Art Teachers; Correctional Education; *Corrective Institutions; *Field Experience Programs; *Preservice Education; Rehabilitation; Teacher Education; Teaching Experience
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

To provide an art education model outside traditional boundaries for experience and field work and to expand its teaching directions, William Paterson College has added rehabilitation and special education to its program. The program in art education was expanded and an experimental model prepared and developed for use in the New Jersey State Correctional Institution for Women in Clinton. The new model provided art majors pursuing teaching preparation and certification with an opportunity to add the teaching of art to prisoners, youthful offenders, and the mentally retarded to their regular teaching experience in the public schools. The program also oriented the college student to institutional life, to the teaching of art as a school function and recreational activity, and to living in a controlled residential situation under security regulations. Supervisory visits and seminars were conducted regularly on site by the program coordinator. (Included in this document are a description of the program, a senior intern handbook used in the program, and a bibliography prepared for the student interns.) (Author/JA)

ED 090141

CORRECTIONAL INSTITUTION
EXPERIMENTAL ART EDUCATION MODEL

U.S. DEPARTMENT OF HEALTH
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Presented to

The American Association of Colleges

for Teacher Education

An Entry

In Competition for the

1974

Distinguished Achievement Award

by

the College of Human Services of

The William Paterson College

of New Jersey

Wayne, New Jersey

November, 1973

SP 007 582

SUMMARY

The Correctional Institution

Experimental Art Education Model

In order to provide an art education model outside traditional boundaries for experience and field work, it was felt that some attention be given to rehabilitation and special education as part of the effort of The William Paterson College of New Jersey to move into other teaching directions. It seemed appropriate to have prospective teachers consider the broader functions of education, particularly those occurring within an institutional setting.

In keeping with this, the program in art education was expanded and an experimental model prepared and developed for use in the New Jersey State Correctional Institution for Women, Clinton, New Jersey.

The new model provides art majors pursuing teacher preparation and certification with an opportunity to extend their field experience to include the teaching of art to prisoners, to youthful offenders, and the mentally retarded. This is in addition to a regular teaching experience in the public schools.

Up to eight students are assigned each quarter, on a voluntary basis, to work with the art department at the correctional institution for a six week residential stay. In addition to the art student teaching experience, the field work encompasses orientation to the penal institution, observation of its total program, assistance in recreational facilities, and the provision of recreational art activities in the evening.

The program is part of a total art professional semester which includes four weeks of introductory work in strategies and methods. Supervisory visits and seminars are conducted regularly on site by the program coordinator. The college students are brought back to the campus periodically for whole-day seminars aimed at increasing teacher effectiveness.

Evaluation of the program indicates its continuance and probable expansion to other correctional facilities in the state.

As far as is known, this program is the only one of its kind in art education in New Jersey or possibly in other states which is related to a teacher education program.

The Correctional Institution

Experimental Art Education Model

I. INTRODUCTION

In its teacher education programs The William Paterson College of New Jersey attempts to provide a variation of experimental field models with on-going incorporated evaluative processes, in order to provide a varied background for prospective teachers.

One of its most innovative field programs is the Professional Semester in Art Education which combines elementary and secondary methods courses and two opportunities for field experience in one semester of the senior year.

One of the newer experimental models within this program is designed to permit students to spend a six week period student teaching in one of the state's prison facilities, the New Jersey State Correctional Institution for Women at Clinton.

The inmate population at Clinton ranges in age from 17-50, and in education from semi-literate to high school level. Sentences of inmates generally range from one year to fifteen, with the longer-term residents often making the best pupils. The racial distribution is approximately 75% black, 23% white, 2% Puerto Rican.

II. COOPERATIVE PROGRAM PLANNING MODEL

The experimental program model at the Correctional Institution was planned and implemented jointly by the college and the institutional authorities.

Stanley Wollock, Associate Professor of Art Education and director of the project, worked out preliminary details in cooperation with the college's Office of Field Laboratory Experiences and the Dean of the College of Human Services.

At the Clinton facility, the program was reviewed, modified, and approved by the Superintendent, the Assistant Superintendent, the Director of Education,

the Art teacher, and the Recreation Director in terms of the uniqueness of the setting.

The program was also modified to include some collateral short field experiences at the adjacent Hunterdon State School for the mentally retarded and the New Jersey Youth Correction Center at Annandale, and has been ongoing since 1971.

III. THE ART EDUCATION PROGRAM

Prior to and included as part of the experimental model, the students take part, on the college campus, in four weeks of analysis of methods, techniques, and materials for elementary and secondary education. A study of the history of art education and of creative curriculum development is included. During the same semester each student receives varied field experiences which are synchronized.

In the Correctional Institution model, one of these field experiences is in a public school, the other in a correctional institution.

The objectives of the model include:

(a) That the college and its students may make a contribution to rehabilitation education (a glaring social need).

(b) That college students may be given an opportunity to sample a type of non-public school employment such as alternative education, adult education, institutional education, and art therapy, which may offer future career opportunities.

(c) That students may learn to function effectively in small group, individualized, and recreational situations under such adverse conditions as operating in locked units.

(d) That students may expand their concepts of teaching to relate to different school and/or societal populations.

IV. PROGRAM EVALUATION

The program includes provisions for continual evaluation. The students, under a restricted residential environment perhaps for the first time in their lives, learn to professionally evaluate each other's progress. Students submit a log including self-analysis and self-evaluation. The college instructor submits two reports on each student as well as a semi-annual report on the entire project.

In addition, the evaluation of the program itself involves the participation of Dr. Ruth A. Klein, Dean of the College of Human Services, and Dr. Harry T. Gumaer, Director, Office of Field Laboratory Experiences, along with Mr. Gary Hilton, Superintendent of the Clinton facility, Mrs. Ruth Randall, its Educational Director, and Mrs. Roberta Poppel, art teacher.

At the conclusion of a two year experimental program, the college finds that the students involved are witnessing extensive growth in themselves and have begun to develop a deep and sincere dedication to the institutional program. They are considering employment in various institutions. They find rehabilitation programs challenging.

The college finds that excellent guidance and supervision is provided by the institutional educators.

In addition, the college students are providing a noteworthy contribution to the life of the prisoners. Prison authorities welcome their services and have invited continuation of the program.

H A N D B O O K

A college program guide is widely distributed by the office of Field Experiences. Student teachers and cooperating teachers receive copies to enable them to develop a common basis of understanding.

THE WILLIAM PATERSON COLLEGE OF NEW JERSEY

SENIOR INTERN HANDBOOK

WILLIAM PATERSON COLLEGE
Office of Field Laboratory Experiences
Revised July, 1973

FOREWORD

This handbook describes the organization of the professional laboratory experience in the Public Schools for seniors at William Paterson College. Operating procedures for senior student teaching are indicated, for the guidance of:

The Cooperating Teacher
The College Coordinator
The College Student

Material for this handbook has been drawn from earlier editions of the Professional Laboratory Experiences Handbook and reviewed by members of the then School of Education and present, College of Human Services. It was reviewed by the Dean of the College of Human Services and prepared by the Director of Field Laboratory Experiences with assistance from Chairpersons and faculty members.

Suggestions for corrections, additions and improvements of this handbook are invited from all who use it. These will be given careful consideration in future revisions.

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TERMINOLOGY

Terminology Regarding the Senior Internship Experiences at William Paterson College

College Supervisor is the faculty member assigned by the college to visit, consult, appraise and evaluate the activities of the senior intern during the field laboratory experience in the cooperating school.

Cooperating Principal is the cooperating school's administrator who, in addition to his role as resource person to all other members of the student teaching team, is an on-the-spot supervisor of the senior intern, helping to improve pre-service teacher education and helping to coordinate it with in-service teacher education.

Cooperating School is an approved educational institution that is affiliated with the college teacher education program, and jointly directs the teaching activities of senior interns in its classrooms and other related school activities. These schools provide a practical setting such as the one a pre-service teacher will deal with as a member of the teaching profession.

Cooperating Teacher is an off-campus teacher in an approved school who guides the development, and has a major day-by-day responsibility for the supervision and evaluation of the senior intern. Synonyms are master teacher and critic teacher.

Office of Field Laboratory Experiences is a specialized administrative team representing the discipline of professional education and is designed to provide service, leadership, public relations and research to professional laboratory experiences of the college at off-campus clinical settings.

The Senior Intern or Student Teacher is a college student, at the senior level at William Paterson College, who has been assigned to a cooperating school by his teacher preparing college to acquire practical teaching experience during a specified period of time under the guidance and direction of a cooperating teacher, a college supervisor, and a cooperating principal.

Supervision is the visitation, consultation, appraisal and evaluation of the activities of the student teacher by college personnel, cooperating school administrators and teachers. It concerns the development of teaching competencies and the improvement of the techniques of teaching by student teachers during the student teaching assignment.

PART I

THE PROFESSIONAL LABORATORY EXPERIENCE IN THE PUBLIC SCHOOLS

PURPOSE OF THE PROFESSIONAL LABORATORY EXPERIENCE IN THE PUBLIC SCHOOLS

The general purpose of student teaching in the public schools is to help college students who are preparing to teach in the elementary, junior, or senior high schools to understand and practice the role of the teacher, under the guidance of an expert or master teacher. This is the apprenticeship phase of teacher education through which the student is expected to learn by observing, by doing, and by thinking about his observations and his performance. Specifically, the student is expected to:

1. better understand the behavior patterns of young people and the differences among them and to use this understanding to motivate their learning and guide them toward desirable goals;

2. become acquainted with the program and facilities of a particular school in a particular community;

3. observe and try out techniques of planning and presenting learning materials;

4. observe, use and evaluate various means of evaluating student achievement and development;

5. develop poise, confidence, effective oral expression and social awareness which characterize the teacher as a group leader;

6. develop a better understanding of professional attitudes and a greater zeal for participation as a responsible member of the teaching profession;

7. become aware of the achievements and problems of education both in and outside the classroom - such an awareness to serve as an incentive for further research, study and discussion.

ORGAN ZATION OF THE PROFESSIONAL LABORATORY EXPERIENCE IN THE PUBLIC SCHOOLS

Student teaching in the public schools for senior students at William Paterson College is organized according to department majors depending upon the teaching field for which the student is preparing. Most students are assigned to a school for approximately eight (8) weeks in their senior year. Some programs include a full semester of student teaching.

The essential characteristic of the laboratory experience is that it is a full time experience in one school with the same teacher. Concentrating the professional laboratory experience in this manner promises significant benefits to the cooperating teacher and to the student. The senior intern becomes familiar with the texts used and other learning resources in the school, and learns the routine procedures in a particular school and classroom.

The Office of Field Laboratory Experiences, with the help of Associate Deans, Faculty Chairpersons and coordinators, seeks laboratory experience assignments in secondary schools for English, science, speech arts, mathematics and social studies majors. Students majoring in women's physical education, speech correction and special education will have the laboratory experience in either an elementary or secondary school.

Majors in junior high school, music education, speech arts, science, mathematics, English and selected students in social studies will be assigned to a program known as the Professional Semester. Here, students will be assigned to a school for an entire semester, rather than for only eight weeks. Art majors are assigned two separate six week student teaching experiences during a professional semester. Teacher-librarians also receive two experiences during a professional semester.

Senior students majoring in elementary education or early childhood education may be assigned for student teaching in an elementary school under the guidance of a teacher in a self-contained classroom. Other students are assigned to classrooms other than the self-contained. It is the responsibility of the college supervisor to see that the experience is consistent with the purpose of student teaching for future elementary teachers.

PART II

PROFESSIONAL ROLES OF PARTICIPANTS

THE COLLEGE OFFICE OF FIELD LABORATORY EXPERIENCES

The Office of Field Laboratory Experiences is responsible for arranging professional laboratory experiences for all seniors in the public schools. Policies affecting the assignment of seniors to laboratory experiences in the public schools are stated in Part III, General Policies.

Because of the large number involved, arrangements for student teaching are started by the Office of Field Laboratory Experiences during the Spring semester prior to the academic year of the actual assignment. From the time of his application through the completion of the assignment, the student is closely identified with the Office of Field Laboratory Experiences. Complete cooperation of students in making deadlines and other matters pertaining to student teaching is essential to assure the effective operation of the laboratory experience program in the public schools. All problems concerning student teaching assignments should be directed to the Office of Field Laboratory Experiences.

THE COOPERATING SCHOOL PRINCIPAL

The role of the principal of a cooperating school is of primary importance in the laboratory experience program. The first consideration is one of attitude. The cooperating school principal who recognizes the responsibility of the public schools to help prepare new teachers will welcome the opportunity to involve his school in the teacher education process and, in spite of requests from many colleges, will accept a reasonable number of preservice students and will do everything possible to provide them with a significant learning experience.

The relationship of William Paterson College with hundreds of school principals has been both cordial and constructive. In seeking to maintain these relationships we offer the following suggestions:

1. The principal participates in the selection of cooperating teachers and tries to match student teachers and cooperating teachers so that the experience will be mutually satisfactory. Experience has shown that this seldom results if the cooperating teacher has been directed to accept a senior intern contrary to his own desire. It is also essential that the cooperating teacher know well in advance that he is to receive a senior intern.

2. The principal provides space, materials and furniture for the student teacher to work in the classroom with professional dignity.

3. The principal orients the student teacher with respect to the faculty, school regulations and the overall school program.

4. The principal assists the cooperating teacher in inducting the student teacher into his role as a teacher and serves as a resource to whom the student teacher and cooperating teacher may turn for guidance.

5. The principal provides an opportunity for the student teacher to know the whole school and its community.

6. Whenever any problem arises in connection with student teachers, the principal should contact either the college supervisor and/or the Office of Field Laboratory Experiences.

THE COOPERATING TEACHER

Demonstration and Guidance

The teacher who cooperates with the college in training a student teacher has a dual role. He is a demonstrator and a guide. As a demonstrator he teaches while the student observes his techniques in developing and presenting a lesson. Later he reviews the procedure with the student teacher. As a guide, the cooperating teacher provides many opportunities to help the student teacher plan his work, suggests revision in plans, and follows the student's teaching with further help. When necessary, he will again demonstrate, so that the student teacher will have an opportunity to revise and enrich his teaching plans.

Introducing the Student Teacher

Prior to the arrival of the student teacher the cooperating teacher, in cooperation with the principal of the school, will arrange for space and furniture in the classroom for the student teacher. Either a separate desk or a sharing of the teacher's desk should be provided for the student teacher. The student teacher should not be expected to move from one of the student's seats to assume the role of the teacher. It is important, too, that the students be prepared for the arrival of a student teacher and some observations should be made as to their responsibilities during the student teacher's stay with the class.

The college suggests to each student teacher that he arrange by phone or letter for a personal conference with the cooperating teacher prior to the first day of his student teaching assignment. At this

conference the cooperating teacher can become acquainted with the senior intern and orient him to the professional laboratory experience.

At the very beginning of the assignment, the cooperating teacher should help the senior intern know the students as individuals by making accessible to him any records, tests or personal data he may have concerning each student's characteristics and progress.

The Senior Intern's Responsibilities

The problem of gradually inducting the senior intern into the full responsibilities of a teacher troubles many cooperating teachers. Unfortunately no exact time table can be prescribed for this process because individual competence varies and maturity is an individual matter. It is expected that the senior intern be given increasing responsibility throughout the assigned period and that towards the end of the experience he should assume full responsibility and be able to conduct the classes without the cooperating teacher being present. The readiness of the senior intern to assume added responsibilities week by week can only be determined by the cooperating teacher.

During the professional laboratory experience students should be invited by the cooperating teacher and/or principal to participate in all educational conferences, faculty meetings, PTA meetings, and other phases of the school program whenever such participation or service seems appropriate.

Evaluation and Report

The process of evaluation is continuous through the professional laboratory experience. Through comments, criticisms and suggestions, the cooperating teacher helps the student improve his performance. Half way through and at the end of the professional laboratory experience, reports are made to the college on forms to be supplied by the college supervisor, samples of which are in the Appendix. The report forms are descriptive in nature and do not require the assignment of a letter grade to designate the level of achievement. The cooperating teacher's reports on the professional laboratory experience are used by the college supervisor, together with his own classroom observation, as a basis for writing a narrative description of the senior intern's performance which becomes a part of the student's placement records. A grade of P (passing) or F (failure) is assigned by the college supervisor. Cooperating teachers and college supervisors are advised that students are permitted to read these reports.

Compensation

The cooperating teacher receives an honorarium of $50 for his services for the full professional laboratory experience.

THE COLLEGE SUPERVISOR

The college supervisor in the senior student teaching program is the representative of the college who performs a liaison function between the cooperating teacher and principal of the cooperating school on the one hand, and the student teacher and the college on the other. In addition, he seeks to improve the effectiveness of the student teacher by observing him in the classroom, conferring with him and discussing his program with the cooperating teacher, frequently in a three-way conference including the student teacher. Whenever a college supervisor visits a school he is expected to call first at the principal's office. When convenient, it is desirable for him to speak with the principal concerning the work of the student teacher and other matters related to the student teaching program.

The first concern of the college supervisor is to help in establishing cordial relations between the cooperating teacher and the student teacher. This is consonant with the objective of placing student teachers where they may work with young people in a classroom situation under the direction of persons who are competent and willing to guide and criticize their efforts. Because of his intimate contact with the student teacher, the cooperating teacher is regarded as a colleague and the relationship between the college supervisor and the cooperating teacher is maintained on that basis.

Supervisors will interpret college policy and practice to the cooperating teacher and make suggestions concerning the assignments and work of the student teacher. Supervisors will not give opinions on the merits of particular teaching procedures employed in the cooperating schools nor will they regard themselves as critics of the methods of the cooperating teacher. Whenever possible, the supervisor will arrange three-way conferences of the cooperating teacher, student teacher, and himself, for the purpose of evaluating the student teacher's work.

Supervisory Observations

In senior student teaching the college supervisor is expected to make at least three supervisory visits for the observation of the student's teaching. Each supervisory visit should be at least one hour in length. He checks lesson and unit plans to see that they are being prepared in accordance with the system advocated by the cooperating school and that they are detailed enough for use by a beginning teacher. He makes comments and suggestions on the performance of the student teacher and on the conduct of the lesson, bearing in mind that such a lesson is but a fragment of the whole practice teaching effort. He observes student teacher-pupil relations, the attention given to individual differences and seeks evidence of the student teacher's particular contributions to the class activities. He tries to ascertain the professional development of the student teacher in his relationship to other staff members, parents and to other members of the profession. He communicates these findings to the cooperating teacher and student teacher in conference.

IT IS IMPORTANT THAT THE COLLEGE SUPERVISOR RECOGNIZE EARLY ANY INDICATIONS THAT THE STUDENT TEACHER IS NOT MAKING SATISFACTORY PROGRESS. If a student teacher's teaching competence or adjustment to the total situation is unsatisfactory at the end of the first three weeks, the college supervisor is to report this at once to the Office of Field Laboratory Experiences. In such cases the usual practice is for the Office of Field Laboratory Experiences to arrange for another supervisor to visit the school and the student in an effort to assist in bringing about a successful student teaching experience. In no case should a college supervisor fail a student teacher without a discussion of the situation with the second supervisor assigned and with the Director of the Office of Field Laboratory Experiences.

The college supervisor completes three check-sheet reports and writes a narrative description of the student teaching performance which becomes a part of the student's placement record. (See Appendix) A grade of P (passing) or F (failure) is assigned for record purposes.

Selection and Assignment of College Supervisors

College supervisors of student teachers are selected from various departments of instruction and include among others, those who teach the methods courses. Supervisors normally have had experience teaching in the public schools prior to joining the college faculty.

The supervision of senior student teachers is counted as equivalent to the teaching load as follows: supervision of three students equals one credit on load. The number of students to be supervised is determined by the total service load. The assignment of students is made by the Director of the Office of Field Laboratory Experiences, upon recommendation of the Dean of the College of Human Services, with primary concern for the location of the student teaching assignment in relation to the college and the supervisor's home to keep travel time to a minimum.

During the weeks when students are involved in the student teaching experience, they will be excused from their assigned schools for seminars with their college supervisors. These conference seminars are considered a part of the student teaching obligation for students, and a part of the student teaching load for the college supervisors. They permit student teachers to discuss common problems in seminar fashion under the guidance of the college supervisor.

STUDENT RESPONSIBILITIES

Participation in laboratory experiences in a public school provides an opportunity for senior students to acquire realistic professional experiences under the supervision of a successful teacher and a college staff member. Students have always regarded laboratory experiences in public schools as a most valuable element in their professional education. They are challenged to accept the responsibilities of an adult and a teacher and to develop and maintain a good working relationship with the cooperating teacher, the principal, the college supervisor and the community in which the student is assigned. Some of the specific responsibilities of the student teacher follow:

General

1. Make whatever adjustment is necessary in his schedule and his means of transportation to assure prompt arrival at the cooperating school.

2. Attend all orientation meetings arranged by the Office of Field Laboratory Experiences.

3. Regularly observe the Office of Field Laboratory Experiences bulletin board in Raubinger Hall for notices of pre-assignment meetings with district school personnel or other notices of changes or directions.

4. Follow the calendar of the school district to which they are assigned.

5. At the beginning of the student teaching period:

   a. learn the names of the students quickly using some memory aid if necessary

   b. acquaint himself with: course of study; textbooks and other teaching materials used by the cooperating teacher; ventilation; lighting and bulletin board display facilities and use; fire drill; air raid and regular dismissal procedures; system of passing; collecting and storing materials.

6. Provide the college supervisor with a weekly schedule in advance, indicating when he will be teaching. If this schedule is changed for assembly period or any other reason, the student is expected to notify the college supervisor as early as possible so that an unnecessary supervisory visit may be avoided.

Attendance

During student teaching assignments, students are expected to be regular in attendance except when prevented by illness or other unavoidable circumstances. During the student teaching period he is allowed three unavoidable absences. Additional absences must be made up by arrangement with the Office of Field Laboratory Experiences, the cooperating teacher and the college supervisor.

If it is necessary to be absent because of illness or other emergency, the student is expected to call the cooperating school early in the morning to report the absence. The student is also to notify the college supervisor so that he does not make a supervisory visit that day.

Students assigned to public schools are expected to be punctual in meeting all appointments; to maintain the same hours as the teachers to whom they are assigned and be ready and eager to be available for conferences, meetings, pupil activities and all other regular school activities either during or after school hours. You are also expected to attend the seminars called by your college supervisor.

Planning and Preparation

Student teaching cannot be successful without careful planning and thoughtful preparation for each day's activities. Planning is of two kinds: (1) long range general plans for the class, indicating goals and activities for at least one week in advance and preferably for the entire student teaching period, and (2) a daily lesson plan for each class or lesson to be taught. Experienced teachers sometimes reduce the written daily lesson plan to a minimum but inexperienced teachers are expected to write in some detail a plan for every lesson. These written plans should be discussed with the cooperating teacher before the lesson is taught and should be available for use in conferences with the college supervisor. The format of the lesson plan may vary slightly from district to district but all usually include similar elements. A guide which may be used in connection with writing lesson plans is found in Appendix A. This guide is offered only as a sample. It should not be assumed that this is the required form at William Paterson College.

Conduct

A student teacher is a guest in the school to which he is assigned and is expected to adapt to the philosophy of the school; to accept the customs of the school and the community, and to abide by all regulations of the school to which he is assigned. Students are to conform graciously to the standards of dress, language and behavior which characterize the professional teacher.

Activities and Evaluation

By the time the senior student reaches the public school classroom for responsible student teaching, he should have a reasonably sound academic background, an understanding of child behavior, school law and professional ethics together with some skill in guiding the learning process. He should be prepared to enter into all the activities of the classroom and, under the careful guidance of the cooperating teacher, to teach groups of children or the whole class, first for short periods and later for most of the day without the cooperating teacher being present. The purpose of the responsible student teaching experience is to enable the student teacher to perfect his skills and understanding under the guidance of the cooperating teacher and with the help of his college supervisor.

If improvement is to take place over the eight week period of student teaching, (or whatever time period student teaching has been arranged for), the student teacher must evaluate his work day by day, discuss his performance with his cooperating teacher and college supervisor and try conscientiously to overcome his weaknesses and to plan better and teach better

as the result of observation, practice and constructive criticism.

At the end of the student teaching period the performance of the student teacher is evaluated by the cooperating teacher and the report form is returned directly to the college. (See Appendix B) The college supervisor, on the basis of notes he has made on each observation and the report of the cooperating teacher, writes a narrative description of the student teaching performance and recommends a passing or failing grade. College supervisors and cooperating teachers should be aware that students are permitted to read these reports once they are filed in the College Placement Office.

PART III

GENERAL POLICIES RELATING TO SENIOR INTERNSHIP

ASSIGNMENT TO SENIOR INTERNSHIP

All assignments of seniors to the field laboratory experience are made by the Office of Field Laboratory Experiences. Arrangements are made by this office through the Superintendents in the local school districts. Students are not expected to contact local school authorities regarding assignments for the field laboratory experience.

Because of the large number of students to be assigned and the problems of the school districts in accommodating students from many colleges in the area, the principles of assignment must remain somewhat flexible. However, the following principles are used as guidelines in requesting assignments in the public schools:

1. The location of the school will be reasonably accessible from the student's home or the college dormitory as judged by the college, except in cases where prior arrangements have been made for students to live in the community to which they are assigned.

2. A student will not ordinarily be assigned to the co-operating school which he himself has attended; nor to a school in which any relative is employed.

3. The fully certified cooperating teacher should have at least three years' experience as a teacher.

4. Wherever possible, more than one student will be assigned to a cooperating school to facilitate the supervision of college staff members.

A student must meet the following requirements for senior internship:

1. Approval of his major department;

2. Senior class standing within the college;

3. A cumulative grade point average of 2.0 at the close of the semester immediately preceding the senior internship, and, also a cumulative grade point average of 2.0 in the major field including directed electives;

4. Prior completion of the methods, curriculum and practicum requirements for the particular major.

LIVING ARRANGEMENTS

The majority of William Paterson College students live at home and will continue to do so during the student teaching periods.

Some dormitory students may continue to reside in the dormitory and do their student teaching in a nearby school district. Still other dormitory students who live within reasonable distance from the campus, as determined by college officials, may return to their homes for the student teaching period and will be assigned for student teaching in districts near their home locations. Dormitory students who leave the residence hall for the student teaching period will receive a refund of their dormitory meal cost for the period of their absence from the campus.

COLLEGE ACTIVITIES AND EMPLOYMENT

Student teaching in the senior year makes a unique and significant contribution to the eduction of prospective teachers. Therefore, students are expected to regard this assignment as a full time responsibility which demands thorough preparation and enthusiastic performance. Employment and other outside activities should be reduced to a point where the student is not unduly fatigued and which permits ample time for conferences with the cooperating teacher, thorough daily preparation and participation in the whole program of this cooperating school. Students should not request to leave early or to be absent from the cooperating school to engage in a college activity or employment.

SUBSTITUTING

We recognize that some school districts are inclined to use very competent student teachers as substitutes when a regular teacher is absent. We are glad that some of our undergraduate students deserve this degree of confidence. However, the college must take the position that none of our undergraduate students should be assigned as a substitute, with or without compensation. The essential purpose of the student teaching program is to provide learning experiences for the teacher-in-training under the guidance of a certified and experienced teacher. The use of student teachers as substitutes is inconsistent with this purpose of the student teaching program and the practice, the legality of which in terms of responsibility and liability, is questionable.

APPENDIX A

GUIDE FOR WRITING AND USING A DAILY LESSON PLAN

Description and Value of the Daily Lesson Plan

A daily lesson plan is a statement of the achievements to be realized and the specific means by which these are to be attained during the class period. The purpose of writing a lesson plan is not to have a record of what was intended but to help the beginning teacher organize an effective lesson and to serve as a guide during the teaching process. It should not be too detailed nor should the teacher be so rigidly committed to it that he does not feel free to deviate from it according to pupil interests or to take advantage of events or materials arising spontaneously during the lesson.

A well prepared lesson plan:

1. provides protection against forgetting;
2. creates assurance on the part of the teacher and, at the same time, allows greater freedom in teaching;
3. insures definite objectives for the lesson;
4. insures proper connection of a new lesson with previous lesson;
5. insures some scheme of selection and organization of subject matter, materials and activities;
6. directs teacher's attention to type of teaching procedures most desirable;
7. provides for adequate summaries;
8. stimulates teacher to provide pivotal questions and illustrations;
9. insures definite assignments;
10. leads to definiteness and orderliness in thinking.

Suggested Content of the Daily Lesson Plan

1. Subject and date. Title or topic of the lesson.
2. Outcomes sought, including major long range objectives and immediate objectives.

3. Outline of subject matter

   a. Introduction - review and/or relation to previous lesson

   b. Body - include pivotal questions and appropriate illustrations

   c. Summary - brief and related to future development

   d. Assignment - must be clear and unhurried. Give early enough in the period to avoid confusion at the end. Assignment should be problem centered - not page centered, and should include a reminder of long range assignments as well as what to do for "tomorrow."

4. Approximate time allocations for the above

5. List of materials needed, including audio-visual aids, if any. Bibliography for student reading, if appropriate

6. Procedures - should be appropriate and varied

7. Evaluation of results - by what means and when?

Constructive Use of the Daily Lesson Plan

1. Use as a guide, not a crutch

2. Use plan to help tie lesson in with previous lesson and with next one

3. Feel free to deviate to reasonable extent, according to pupil interest (with limits set by objectives)

4. Plans should be filed and used in revising succeeding plans, but rarely, if ever, used again unchanged

5. No single plan or form of plan is best for all subjects - try to follow a general form, making your own variations as you become skilled through experience

6. Be familiar with your lesson plan so that attention of the class is not diverted while you obviously consult it to know what to do next

7. While constructing a lesson plan, try to visualize classroom situation in advance so that lesson may be life-like and problems anticipated

A P P E N D I X B

OFFICE OF FIELD LABORATORY EXPERIENCES

THE WILLIAM PATERSON COLLEGE OF NEW JERSEY
300 POMPTON ROAD
WAYNE, N.J. 07470

Cooperating Teacher's Report on Student Teaching

NOTE: This report form is used for student teaching in kindergarten, grades 1 through 8, Jr. High, and secondary schools. Hence, not all items will be applicable at all levels. Please use the additional space for comments and observations which will help to give a complete description of the student teacher's performance. This report is not in itself a grading device; it will be used, together with other evidence, as a basis for a grade to be assigned by the college.

(Check One)
☐ - Kindergarten
☐ - Gen. Elementary
☐ - Jr. High
☐ - Secondary

(Please Print Items Below)

Name of Student Teacher _____

School _____ Town _____ Grade or Subject _____

Dates of Student Teaching Period-Beginning _____ Ending _____

Number of Times Absent _____ Number of Times Tardy _____

Cooperating Teacher (Mr. / Miss / Mrs. / Dr.) _____

Home Address _____

Name of College Supervisor: _____

1. In your own words, describe briefly the characteristics of the student teacher under the following headings:

a. Personal Appearance-neatness: grooming, taste in dress, etc.

b. Speaking Voice-expressiveness: quality, control

c. Scholarship: knowledge of subjects taught, thinking habits, use of English

d. Relationship with Pupils: friendliness, sympathy, understanding

e. Control of class and discipline

f. Relationship with colleagues, parents and the community

g. Initiative and sense of responsibility

2. Indicate your opinion of the specific strengths and weaknesses of this student as revealed in this student teaching period:

	Weak	Average	Above Average	Superior
a. Systematic Preparation—planning				
b. Skill in Arousing Interest—motivating				
c. Skill in Presenting Materials to Class				
d. Skill in Selecting and Adapting Material to Abilities of Students				
e. Skill in Questioning				
f. Skill in Handling the Summary or Review				
g. Skill in Making and Using Assignments				
h. Skill in Preparing, Using and Grading Tests				
i. Skill in Selecting and Using Visual and Auditory Aids				

3. Comments on any of the above items:

4. Indicate your opinion as to the grade level in which this student is most likely to make his greatest contribution. _____

5. Describe any features which were of special merit during the student teaching period. For example: story telling, work with school clubs and organizations or community organizations, leadership in recrational and physical education activities, music or art work.

6. I would make these suggestions for the professional improvement of the student teacher:

_____

(To be completed for Jr. High and Secondary Majors only)

Specify the student's major and/or minor field and comment on the preparation, interest, aptitudes, and demonstrated abilities in these areas

(To be completed for K-P and General Elementary Curriculum Students only)

Specify the type of program (self-contained classroom, conventional program, departmentalized instruction, project method, etc.) in which the student, participated. Comment on the student's preparation, interest, aptitudes and demonstrated abilities in these areas.

7. The over-all performance of the student in this student teaching period can be described as:

Superior _____ Competent _____ Weak _____

8. I believe this student will, with additional experience, become:

An outstanding teacher _____ a competent teacher _____ a poor teacher _____

Date _____ Signature _____, Cooperating Teacher

Form P-4

APPENDIX C

PASS____

VISITS: 0 1 2 3 4 ... . (CIRCLE)

THE WILLIAM PATERSON COLLEGE OF NEW JERSEY

FAIL____ABSENCES___

College Supervisor's Final Student Teaching Report

..... College Supr. Signature

Student's Name | College Supervisor's Name | Date of Report

District | School | Grade and/or subject | Dates | Cooperating teacher

I. Personal Characteristics (Physical Appearance - Personality Characteristics)

II. Communication (with faculty and community as well as with students)

III. Scholarship

IV. Teaching Skills

V. Suggestions for Grade and or Subject Placement

VI. Prognosis

VII. Additional Comments

A003

APPENDIX D

Guide for the Preparation of a Descriptive Report

on Student Teaching

Directions

This guide is to be used by college supervisors of student teaching to suggest the scope of the observation to be made and the content of the evaluative reports to be provided on the *Student Teaching Report* form. Evaluative reports should cover each category or attribute in the guide and should be comprehensive enough to give prospective employers a reliable indication of the personal characteristics and professional competence of the student teacher. It is not necessary to comment on every sub-item in this guide.

The *Student Teaching Report* will become a part of the student's *Confidential Placement Folder* and employing administrators will be encouraged to use it as one basis for decisions concerning the selection, grade or subject assignment and in-service training of new teachers.

I. PERSONAL CHARACTERISTICS	
A. Physical Appearance and Characteristics	Stature — Health, Vigor, Enthusiasm — Voice — Mannerisms — Grooming — Taste and Appropriateness of Dress — Poise — Self-assurance.
B. Personality Characteristics	Tact — Cooperation — Relations with others — Sense of humor — Emotional Stability — Receptivity to criticisms and suggestions — Initiative, self-direction, leadership qualities — Imagination, creativity, organization, experimental attitude.
II. COMMUNICATION	Listening and speaking skills — Vocabulary, precision of expression — Oral and written sentence structure — Spelling, handwriting.
III. SCHOLARSHIP	Breadth of knowledge and understanding. Depth of knowledge within a field. Intellectual alertness and curiosity. Special talents and aptitudes.
IV. TEACHING SKILLS	Identifying children's needs — recognition of individual differences. Planning and preparation for the daily program. Motivating learning — Explaining, questioning, leading discussion. Classroom management, democratic control. Use of audio-visual materials, reading materials, community resources. Evaluating pupil growth and achievement.

V. SUGGESTIONS for grade and/or subject placement and other special considerations which seem relevant to the student's potential achievement.

VI. GENERAL prognosis for success as a teacher and sustained progress as a professional educator.

APPENDIX E

WILLIAM PATERSON COLLEGE

WAYNE, NEW JERSEY

OFFICE OF FIELD LABORATORY EXPERIENCES

POLICY FOR OFF-CAMPUS LABORATORY STUDENTS IN SCHOOL DISTRICTS ON STRIKE

* * * * * * * * * * * * * * * * * * * *

If, during the period of Practicum or Student Teaching, a cooperating school district experiences a teacher strike, the following policy will be in effect:

1. Since a school experiencing a teacher strike is not considered an optimum learning center for a laboratory experience, student-teachers will withdraw from the school during the period of the strike.

2. Students who have withdrawn from schools experiencing a teacher strike will call the Office of Field Laboratory Experiences at the college for appropriate interim assignment by the Director of Field Laboratory Experiences.

APPENDIX F

LEGAL LIABILITY OF STUDENT TEACHERS

CHAPTER 167, LAWS OF 1967

(Assembly Bill No. 244, Approved July 25, 1967)

AN ACT to amend "An act concerning education supplementing Title 18 and repealing sections 18:5-50.2 and 18:5-50.3 of the Revised Statutes and chapter 311 of the laws of 1938," approved December 21, 1965. (P. L. 1965, c. 205)

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. Section 1 of the act of which this act is amendatory is amended to read as follows:

   1. Whenever any civil action has been brought against any person holding any office, position or employment under the jurisdiction of any board of education of this State, including any student teacher, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching, the board of education shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

2. Section 2 of this act of which this act is amendatory is amended to read as follows:

   2. Should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse him for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.

3. This act shall take effect immediately.

APPENDIX G

THE WILLIAM PATERSON COLLEGE OF NEW JERSEY
Office of Field Laboratory Experiences
Observation Check Sheet

Student Teacher_____ College Supervisor Report No._____ Date_____

College Supervisor_____ Quarter_____ Length of Visit_____

District_____ School_____

Cooperating Teacher_____ Grade/Subject_____

Please check appropriate column:	Excellent 5	4	Average 3	2	Unsatisfactory 1
Personal Characteristics					
Appearance	.	.	.	.	.
Voice Quality	.	.	.	.	.
Freedom from Annoying Mannerisms	.	.	.	.	.
Oral English	.	.	.	.	.
Written English	.	.	.	.	.
Chalkboard Writing	.	.	.	.	.
Instructional Competencies					
Knowledge of Subject Matter	.	.	.	.	.
Preparation and Planning	.	.	.	.	.
Creativity in Teaching Approach	.	.	.	.	.
Ability to Explain Clearly	.	.	.	.	.
Ability to Stimulate Discussion	.	.	.	.	.
Ability to Make Effective Assignments	.	.	.	.	.
Professional Behavior					
Relationship with Cooperating Teacher	.	.	.	.	.
Relationship with Students	.	.	.	.	.
Acceptance of Supervisory Criticism	.	.	.	.	.

Comments of College Supervisor_____

_____

_____

_____
Signature of College Supervisor

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